**Name:** Nury Rodriguez

**Course:** Ed. 702.22

**Instructor:** Dr. Sharon A. O’Connor-Petruso

**HW:** Wiki Assignment #5

**Date:** 4/19/10

Bialystok, E., Luk, G., & Kwan, E. (2005). Bilingualism, Biliteracy, and Learning to Read: Interactions Among Languages and Writing Systems. *Scientific Studies of Reading*, *9*(1), 43-61. Retrieved from ERIC database.

These authors examine the literacy transfer skills of bilingual children, and they find that it is easier for bilinguals to transfer primary language literacy skills when the primary language and target language have similar alphabetic systems.

Hughes, C. E., Shaunessy, E. S., Brice, A. R., Ratliff, M. A., & McHatton, P. A. (2006). Code Switching among Bilingual and Limited English Proficient Students: Possible Indicators of Giftedness. *Journal for the Education of the Gifted*, *30*(1), 7-28. Retrieved from ERIC database.

These authors describe code switching among some bilinguals, as a positive trait and possibly giftedness, for bilinguals understand two cultures and the structure of two language systems.

Lee, J., & Lemonnier Schallert, D. (1997). The Relative Contribution of L2 Language Proficiency and L1 Reading Ability to L2 Reading Performance: A Test of the Threshold Hypothesis in an EFL Context *TESOL Quarterly*, *31*(4), 713-739. Retrieved from JSTOR database.

This study is about the threshold hypothesis. It explains that there is a positive relationship between the primary language reading ability and target language reading proficiency. However, the authors state that bilinguals must have some knowledge of the target language to be able to transfer primary language literacy skills to the target language reading performance.

.

Rolstad, K., Mahoney, K., & Glass, G. V. (2005). The Big Picture: A Meta-Analysis of Program Effectiveness Research on English Language Learners. Educational Policy, 19, 572-594. doi: 10.1177/0895904805278067.

This is a meta-analysis of several studies related to the effectiveness of bilingual education. This article emphasizes that bilingual education is superior compared to other strategies used to instruct English Language Learners.

Martinez-Roldan, C. M., Sayer, P. (2006). Reading through linguistic borderlands: Latino students’ transactions with narrative texts. *Journal of Early Childhood Literacy*, *6,* 293-322. doi: 10.1177/1468798406069799.

This study examines the biliteracy development of bilingual Latino Students. Furthermore, it looks into how these children use both languages to understand and “they navigate linguistic borderlines” by using Spanglish to understand written text.